



Cabot
Learning
Federation

Anti-Bullying Policy

Date Adopted: February 2024

Implementation Date: February 2024

Review Date: February 2025

History of most recent Policy changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
Date	E.g. Whole Document	Detail of change	Reason for change
January 2023	Whole Document		
November 2023	Whole Document	Document updated and name changed to Anti-Bullying Policy	In line with starting the Anti-Bullying Alliance.
February 2024	Whole Document	Document updated	To ensure reflection of school practice

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1. Policy Aims

At CAB, we want every student to feel safe and realise their full potential within an environment in which bullying is seen as inappropriate and unacceptable.

This policy aims to:

- Provide a **consistent approach** to prevent and tackle bullying and harassment in a trauma informed way.
- **Define** what we consider to be bullying.
- Outline how students, staff, parents and carers are expected to report bullying.
 - Outline our system of **dealing with bullying within the Academy**, including accurately recording all incidents of bullying and maintaining the effectiveness of tackling bullying.

The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people, will be tolerated.

2. Legislation and statutory requirements

This Policy has been written as guidance for staff, parents or carers and young people with reference to the following guidance and documents:

- The Children and Young Persons Act (2008): Section 20 Education
- “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, July 2017
- Keeping Children Safe in Education (DFE 2023)
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges (DFE 2018)
- Sex and Relationship Education (statutory guidance for maintained schools and academies)
- Cyberbullying (advice for schools)
- Mental Health and Behaviour in Schools (advice for schools)

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1999

3. City Academy Bristol Introduction and Vision

City Academy is a mixed gender secondary academy situated in East Central Bristol. It serves an area of high deprivation and takes students mainly from the local community (Lawrence Hill, Barton Hill, Easton, St Pauls, St George and Whitehall). The student profile is multi-cultural, multi-ethnic and multi-faith, with over 52 different languages spoken and approximately 46% of students speaking English as an additional language.

City Academy is committed to developing an anti-bullying culture where the bullying of adults, children and young people is not tolerated in any form. At City Academy we wish to create a sense of community where all students feel safe and are valued and respected, and one which prevents bullying from being a serious problem in the first place.

We recognise that harassment is illegal under the Equality Act and want our students to understand the implications and the impact that harassment and hate crime can have on individuals and groups. We see this as part of our Equality Act duty to ‘foster good relations between different groups’.

We also want our students to understand their role in developing a common purpose across our Academy community and beyond. ‘City Standards’ provides a framework to ensure our core values (Grit, Pride and Team Spirit) are embedded within our daily practice and routines where the needs of the students is at the heart of any decision made.

At City Academy we are committed to creating a safe, purposeful, calm and reflective learning environment in which all students flourish and reach their full potential equipped with skills for life, and so, bullying of any kind is unacceptable. If a bullying incident does occur, students should know and trust it will be dealt with promptly and effectively.

City Academy has a responsibility to respond promptly to issues of bullying. We take the issue of bullying very seriously.

City Academy recognises that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create barriers to learning, trigger previous trauma/s and have serious implications on mental health and wellbeing. By effectively preventing and tackling bullying, our Academy can help to create a safe environment which promotes positive relationships, where students are able to learn and fulfil their potential.

The Academy:

- Monitors and reviews our anti-bullying policy and practice on a regular basis;
- Supports staff to promote positive relationships, to help prevent bullying and harassment;
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required;

- Will intervene by identifying and tackling bullying behaviour appropriately and promptly;
- Ensures our students are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the Anti-Bullying Policy;
- Requires all members of the City Academy community to work with the school to uphold the Anti-Bullying Policy;
- Works with external agencies to reduce community tensions and to tackle hate crime and discrimination;
- Takes a range of actions to develop good relations between students from different faiths, ethnic or other backgrounds;
- Reports back to parents/carers regarding concerns on bullying, dealing promptly with complaints;
- Seeks to learn from good anti-bullying practice elsewhere;
- Utilises support from the Local Authority and other relevant organisations when appropriate;
- Creates safe spaces for vulnerable children and groups;
- Works with the Anti-Bullying Alliance to ensure best practise and become an accredited Anti-Bullying School;
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents on our central safeguarding software (CPOMS)).

4. Definitions

4.1 City Academy recognises the Ani-Bullying Alliance definition of bullying as:

“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online. *Bullying can be physical, verbal or psychological. It can happen face to face or on-line.*”

The Academy recognises that bullying and harassment are types of child-on-child abuse.

4.2 It can include the following types of bullying:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence

Racial	Bullying on grounds of race, colour or ethnic identity e.g. racial taunts, graffiti, gestures
Grounds of faith or religion	When anyone degrades another person emotionally, mentally, or physically based on their actual or perceived religious beliefs or identity.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place on-line, such as through social networking sites, messaging apps or gaming sites
Homophobic/transphobic	Bullying motivated by prejudice against Lesbian, Gay, Bisexual, Trans or non-binary (LGBTQ+) people
Disability and SEND	Bullying of children of adults who are disabled or have 'Special Educational Needs'
Appearance	Bullying that is related to appearance or physical condition
Stalking and Harassment	When someone repeatedly behaves in a way that makes you feel scared, distressed or threatened.

Bullying is:



4.3 Terminology

There are many different ways to describe students who have been subjected to bullying and many ways to describe those who are alleged to have carried out any form of abuse. For the purposes of this Policy, we use the term 'victim'. It is important to recognise that not everyone who has been subjected to bullying considers themselves a 'victim' or would want to be described in this way. Staff should be conscious of this when managing any incident and be prepared to use any term with which the individual student is most comfortable.

For the purpose of this Policy, we use the term ‘alleged perpetrator,’ and where appropriate ‘perpetrator’, however, staff should think very carefully about terminology, especially when speaking in front of students. As above, the use of appropriate terminology should be determined, as appropriate, on a case-by-case basis.

5. Roles and Responsibilities

5.1 The Academy Council

The Academy Council will review the Policy with the Principal at least every three years and will also determine measures to promote good behaviour and discipline. Bullying and harassment incidents and any trends will also be monitored by the Council through the Termly and Annual Safeguarding Reports.

5.2 The Principal and Senior Staff (VP, APs and AAPs)

The Principal and senior staff have overall responsibility for the Policy and its implementation. Cases will be managed according to the circumstances and will be recorded and analysed to see whether patterns emerge from the nature of the bullying or the identity of the perpetrators, with appropriate strategies put in place.

5.3 All Staff

All staff (teachers, support staff and volunteers) share responsibility for ensuring that the Policy and procedures are followed, and consistently and fairly applied with regard to ethnic origin, cultural differences, gender, disability or sexuality issues. However, the implementation of the Policy will take into account any particular needs that students have under SEND legislation and the Equality Act and will make ‘reasonable adjustments’ to ensure these are taken into account.

Mutual support amongst all staff is essential for creating a high quality and safe learning environment, promoting good behaviour and implementing the agreed Policy and Procedures consistently. They will ensure that students are listened to and that their concerns are appropriately addressed. Staff will record all incidents using CPOMS for which they will receive CPD.

5.4 Parents and Carers

Parents and Carers will be encouraged to work in partnership with the Academy in order that high standards of behaviour are maintained both in and out of school, and that students respect both similarities and differences between themselves and other members of the school and the wider community. Parents and carers are encouraged to report any concerns with regards to bullying promptly, via the school website or by contacting City Academy Year Teams via phone and email.

5.5 Students

Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school's Anti-Bullying Policy, the procedures arising from cases of bullying and the rationale behind them. All students have a collective responsibility to ensure that they are considerate towards one another and respectful of each other's differences. Students are expected to report any incidents of bullying of themselves or others to their year teams or a trusted adult within the Academy. Students can report bullying via the "report a concern" function on the student navigator page which provides an option for them to report concerns anonymously.

5.6 Monitoring

The designated members of staff with responsibility for tracking and monitoring incidents of bullying and harassment are:

Caroline Jewson, caroline.jewson@clf.uk Designated Safeguarding Lead
Hannah McLean, hannah.mclean@clf.uk Deputy Designated Safeguarding Lead
Colleen Litchfield, Colleen.Litchfield@clf.uk Assistant Principal for Inclusion

The DSL will report on a termly basis to the Academy Council on incidents of bullying and outcomes. The AP for Inclusion will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the Academy's action planning, including PSHE and Tutor activities where necessary.

6. Responding to bullying

Process

The following steps may be taken when dealing with all incidents of bullying or harassment reported to the school:

- If bullying is suspected or reported, initial actions will be taken to ensure the victim is safe by the member of staff who has been approached or witnessed the concern. Suspected or reported bullying or harassment will be logged on CPOMS as soon as possible.
- The Academy will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- Statements will be taken from all parties involved.
- The Designated Safeguarding Lead (DSL) and Deputy Designation Safeguarding Leads (DDSLs) will be informed of all bullying or harassment issues where there are safeguarding concerns.
- The Academy will inform other staff members, and parents/ carers, where appropriate.
- Sanctions and educational support (as identified within the Academy Behaviour Policy) and support for individuals will be implemented, in consultation with all parties concerned, in order to support the perpetrator to understand their behaviour and the impact it has.

- If necessary, other agencies may be consulted or involved, such as the MHST Mental Health Support Team.
- Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated, liaising with other schools and agencies as necessary. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the school's Behaviour Policy.
- A clear and precise account of the incident will be recorded by the school in accordance with existing procedures and logged on CPOMS. This will include recording appropriate details regarding decisions and action taken.

6.6 Recording incidents

It should be clear to students, parents and carers and staff how they report all incidents.

The staff member reporting the bullying concern will:

1. Record an entry on CPOMS for each of the victims.
2. Search for victim's name, click on New Incident and start with the word "Bullying". Fill in the details including:
 - How you came to know about it (Witnessed it? Disclosure by victim? Told by 3rd party?)
 - Specifics (e.g. what names was the child called, what were the rumours were spread, wording of texts/social media messages, etc.)
 - Chronology where relevant
 - Any action that has already been taken
3. Add suspected bully/bullies as Linked Students
4. Tick Cause for Concern (this will alert the Safeguarding Team)

The Year team will carry out one or more of the following actions:

- Investigate by obtaining further details from the victim, including when the alleged bullying started and details of previous incidents if relevant.
- discussing the concern with the alleged perpetrator
- speaking to any possible witnesses

The Year team will record the above information on CPOMS (including any statements taken) and as well as an outcome of their investigation. This must include whether or not it was found to be a bullying incident and what type of bullying (Physical, Emotional, Verbal, Online, Homophobic, Racial or Disablist) it was found to be.

The Year team will record the following outcomes on CPOMS:

- What support was offered to the victim?
- What sanctions were implemented for the perpetrator?

- What educational steps were taken to support the perpetrator?
- Any restorative work that took place between the parties
- That the parents of all parties have been informed of the outcome

Where an allegation is made against a member of staff the allegation will be referred to the staff discipline and grievance policy. This process is covered in the staff code of conduct and in the Nimble Safeguarding training that all staff complete.

7. Supporting Students

Students who have been bullied will be supported by:

- Reassuring the student and providing continuous support.
- Offering an immediate opportunity to discuss the experience with a member of staff.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, SARI (Stand Against Racism and Inequality) or support through Child and Adolescent Mental Health Services (CAMHS) and Mental Health Support Team MHST.

Students who have perpetrated the bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with Academy Behaviour Policy; this may include detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed term suspensions or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.

8. Preventing Bullying

The Academy will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, and everyone feels safe, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Ensure that all staff have had adequate training on Anti-Bullying issues including Trauma Informed approaches and Equality, Diversity and Inclusion training.
- Ensure that tackling bullying is a key element of Personal, Social, Health and Economic (PSHE) curriculum and Relationships and Sex Education (RSE) curriculum throughout the Academy, including assemblies and tutor time.
- Build a positive ethos based on respecting and celebrating all types of difference in our school that all parents, staff and students understand.
- Create a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement.
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create “safe spaces” for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive academy ethos.
- Develop a student friendly version of the Anti-Bullying Policy.

9. Education and Training

The Academy will:

- Train all staff, including teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the Academy’s Policy and Procedures (including recording and reporting incidents).
- Consider a range of opportunities and approaches for addressing bullying and harassment throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Provide systematic opportunities to develop students’ social and emotional skills, including building their resilience and self-esteem.
- Staff training is renewed each year with all staff receiving training on ‘Keeping Children Safe in Education’ and training from the Anti- Bullying Alliance.

10. Involvement of Students

As an Academy we will:

- Regularly canvas children and young people's views on the extent and nature of bullying and harassment.
- Ensure that all students know how to express worries and anxieties about bullying and where to report them.
- Ensure that all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in school.
- Publicise the details of internal support, as well as external helplines and websites in formats accessible to students and their parents/carers.
- Offer support to students who have been bullied and to those who are bullying in order to address the problems they have.

11. Involvement and liaison with parents and carers

As an Academy we will:

- Regularly canvas parents' and carers' views on the extent and nature of bullying and harassment.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of accessible formats.
- Ensure all parents/carers know who to contact if they are worried about bullying or harassment and where to access independent advice and support.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

12. Supporting organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: "No health without mental health"
<https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk

- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Racism and Hate

- SARI (Stand Against Racism and Inequality): www.saricharity.org.uk/
- Anne Frank Trust: www.annefrak.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srrc.org/educational

13. Links with other policies

This Anti-Bullying Policy is linked to the following policies:

- Exclusions and Suspensions Policy
- Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Online Safety Policy
- Employment Handbook